

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Great Hucklow Voluntary Controlled Church of England Primary School

Current SIAMS inspection grade	Good
Diocese	Derby
Previous SIAMS inspection grade	Satisfactory
Local authority	Derbyshire
Name of federation	The Woodland Federation of Peak District Schools
Date of inspection	13 July 2018
Date of last inspection	25 June 2015
Type of school and unique reference number	Voluntary Controlled 112819
Executive Headteacher	Ros Carter
Inspector's name and number	David Wood 907

School context

Great Hucklow CE Primary School is a small village school currently with 41 children on roll split between 3 classes. The age range is 4 – 11. All of the children are of white, British heritage. There are a number of disadvantaged pupils, slightly lower than the national average. The number of children with Special Educational Needs and Disabilities (SEND) is above the national average. There are no children on roll who speak English as an additional language. A significant proportion of pupils join the school from other local schools. Since the last SIAMS inspection, there has been a new Executive Headteacher and the school federated with another local school in January 2018.

The distinctiveness and effectiveness of Great Hucklow CE Primary School is good

- The Christian character of the school and the broad learning experiences, contribute effectively to the pupils' spiritual, moral, social and cultural development.
- A caring, nurturing and respectful ethos runs through the school community that leads to pupils learning and playing together in an inclusive and supportive manner.
- There are excellent relationships between staff and pupils, based on adults knowing the learners as individuals, and supporting learning that allows all pupils to make progress both academically and socially.

Areas to improve

- To develop the school vision and values so that they are explicitly Christian in nature and address the 2018 SIAMS schedule.
- For local churches to re-establish links with the school following a period where a local vicar has not been in place, and to support the leaders in the planning and delivery of collective worship.
- For members of the school community to further develop an understanding and appreciation of one's own, and others' spirituality.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The care, nurture and understanding given across the school community are central to the school's Christian values and vision. Pupils, staff, governors and parents, all articulate that these values are what makes the school what it is. Parents talk about how the pupils are accepting of people who may appear to be different from them, respecting others for who they are. The pupils learning sign language so they could communicate with a former pupil demonstrate this. One parent talked about how their child had come on so much since they joined the school and that their child's self-confidence had grown due to the caring staff and the children helping each other.

The achievement of all pupils is good across all year groups, and pupils with SEND have made good progress and attained well. This can be attributed to all staff knowing the pupils as individuals. They meet regularly to discuss pupil progress and achievement, adapting teaching and learning to meet individual needs. The school has ensured that all staff have the highest expectations for pupils' academic achievement. Pupils reference the importance of doing their best, with one pupil saying that they need to try hard, not give up, and teachers say we need to do the best we can.

The school has developed the pupils' knowledge of biblical teachings, which has helped to support their social, moral and spiritual development. Pupils spoke about how God wants people to be nice. Pupils were able to give examples of where they have, or others, have been thoughtful. One pupil said that they had nominated a friend for the Headteacher award when they helped them to tidy up the school shed when other pupils were away.

There is an understanding of spirituality. The school has developed reflection opportunities as part of collective worship and through its Woodland Learning program, where pupils are encouraged to think about the things that they are grateful for when sitting in the gratitude circle. Pupils spoke about how they are all part of the Great Hucklow family and that they are all pieces of the jigsaw that together make up their school family.

The school also makes effective use of trips in order to help the pupils to gain an understanding of the diverse and multi-cultural nature of the world in which they are living. Pupils spoke enthusiastically about their trip to a Mosque and a Temple and that they learned that there were similarities between Christianity and other religions, such as the use of prayer and the importance of holy books.

Religious Education (RE) contributes to the spiritual, moral, social and cultural development of pupils. A parent spoke about how the school has helped to develop their child's knowledge of different cultures and faiths, including Sikhism. Their older child had also been learning about the life of Guru Nanak, and both children were able to discuss this at home. Pupils were able to talk with confidence about Christianity being a multi-cultural world faith, stating that it is one of the most followed faiths in the world.

The school has developed its English curriculum so that stories from other countries and cultures are covered. This has allowed pupils to gain an appreciation that not all people are treated equally. One pupil spoke about how it was not fair that not all people could sit down on a bus during Apartheid in South Africa.

Pupils behave well. They were observed working happily together in mixed aged groups during a Woodland Learning activity, taking turns and listening to each other's ideas and suggestions. This can again be linked back to the respectful and caring values the school hold dear to them.

The Executive Headteacher closely monitors attendance levels, and as a result, it is at least in line with national averages.

The impact of collective worship on the school community is good

Collective worship takes place on a daily basis and all pupils and staff attend together. Leaders have made significant improvements to collective worship since the previous inspection, with biblical teachings playing a central part. As a result, pupils are able to talk about how these teachings relate to their own lives. One pupil talked about the Good Samaritan and how someone helped her when she was feeling left out by asking her to join in with another group. Parents talk positively about the contribution collective worship makes to the community, with parents and pupils coming together at key festivals during the Christian

calendar as well as each term for family assemblies, where pupils share their learning following the RE days. The parents valued this opportunity as it allowed them to find out about what their children had been learning and to continue to engage outside of school in these areas. Pupils say that they enjoy coming together as a school and learning from the Bible, and they clearly enjoy being part of and contributing to collective worship, acting out different roles, linked to biblical teachings and values. Pupils are encouraged to think about the focus of the collective worship and respond with their thoughts, as well as answering questions themselves.

Following the previous inspection, the school has taken action to develop the monitoring and evaluation of collective worship. A member of the governing body has attended collective worship to assess the impact it has on pupils. There is currently no vicar in the Parish. This has made it challenging for the school. However, they do engage the support of the volunteers from the Matlock Area School's Trust who come in to school to help the pupils to explore the Christian faith. The pupils speak fondly of the puppet that is used and that they have learnt that grace means a 'free gift'.

Pupils are developing their understanding of different Christian traditions in worship. A pupil discussed that the light of the candle was like the light from God. Pupils have begun to explore the Holy Trinity, but they are not yet able to explain its significance to the Christian faith. Pupils understand that raising money for charity is important, and that it is about giving things to people who cannot afford essential items themselves. This is very much part of the school's values, as pupils have fundraised for Macmillan, toilet twinning schemes and the Giggle Doctors charities. These actions add evidence to the spiritual, moral and social development of the pupils. One pupil spoke about praying to God to ask for help, and another said that when they wrote a prayer to God it was to say thank you for football. The pupils are also able to choose and read out prayers during worship as well as lighting the candle.

The effectiveness of the leadership and management of the school as a church school is good

School leaders are deeply respectful of the Christian history of the school. They have worked hard to enable Christianity to continue to shape the school's values and ethos. Staff and parents spoke about how the pupils know what it means to be a pupil at Great Hucklow. This was demonstrated when a pupil wrote, after exploring a Bible teaching, that they knew that they should not cheat, and should always tell the truth.

The school's self-evaluation is sound. As a result, it knows what its strengths are and what it needs to do to further benefit pupils. The school has taken to addressing one of the development points from the previous inspection, with governors now visiting the school to carry out discussions with staff and to meet the children to see how the Christian character affects the pupils. The full governing body receives written reports following these visits. The school has identified within its improvement plan the need to improve the knowledge and understanding of different faiths and cultures throughout the school and it has taken steps to address this through its English curriculum and RE days. Examples of this were seen when pupils spoke with confidence about the different countries taking part in the football world cup and about kite flying around the world. The school celebrates this learning through vibrant displays of the pupils learning. The distinctive Christian values make a positive contribution to the pupils' behaviour and attitudes towards each other. This was demonstrated when pupils spoke about the importance of helping each other if they find work difficult. They went on to say that, 'God sent Jesus to help people.'

The curriculum supports pupils' spiritual development, as they learn to appreciate nature around them. Pupils looking in awe and wonder at a small invertebrate that was discovered during a shelter building activity in the woods brought this to life.

Staff and governors have benefitted from numerous training sessions and are in a position to lead further improvements as a church school. One example of this is the recent integration of the Understanding Christianity resource in to the RE planning to improve pupils' understanding of Christianity, and another is where governors have attended Diocesan training on the new SIAMS schedule.

Collective worship and RE meet statutory requirements.